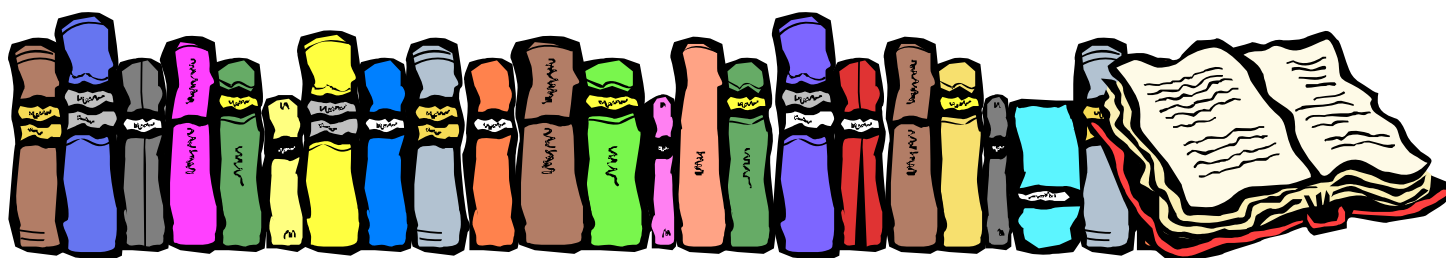


# Kinderliteratur

Titel des Buches: \_\_\_\_\_

Schüler(in) Name: \_\_\_\_\_

	Excellent	Average	Needs Work
<b>Preparation</b>	Student obviously spent time preparing the presentation by practicing aloud ahead of time as evidenced by doing the <i>Story Survey</i> at home, in his/her confidence, fluency, lack of hesitation and overall ability to read pages in German with ease. <b>10 - 9</b>	Student handed in <i>Story Survey</i> , however not enough time or effort was taken practicing reading German out loud ahead of time. The reading was sometimes halting but in general clear. <b>8 - 7 - 6</b>	Student looked the book over but obviously did not read it out loud ahead of time as much as needed, as evidenced by the halting manner in which it was read or by not handing in the <i>Story Survey</i> . <b>5 - 4 - 3</b>
<b>Story Summary</b>	Student summarized story beyond previous knowledge or the pictures in the book. They presented the book, as though to a child, who did not know the story. They translated all sentences required and understood key vocabulary. They obviously read most of the pages of the story as demonstrated by summary. <b>20 - 19 - 18</b>	Student had an idea of the story's content based on some of the details previously known or the pictures in the book. Not much additional information was offered but the main ideas of the book were communicated. Translations and key vocabulary were completed, but reader did not relay what was learned from the translations. <b>17 - 16 - 15</b>	Student gave a sketchy and incomplete background of the content of the book, not sure of the details, or storyline, or assuming that students already knew the content. The pictures were not well described or relied on to tell the story, and translations and key vocabulary was incomplete or not done. <b>14 - 13 - 12</b>
<b>Presentation of the Story</b>	Student either paraphrased each page for understanding, or they chose strategic lines that could be easily understood. Reading was animated and read slow enough for the audience to understand. Obvious effort was made to be expressive and enthusiastic, as though reading to a child. Pictures were shown with regularity. <b>10 - 9</b>	Story was not simplified for understanding where necessary. Story was read well enough but too fast or not loud enough for everyone to understand well. Student made intermittent efforts to be entertaining but was a bit too preoccupied with reading the lines. Pictures shown fairly regularly. <b>8 - 7 - 6</b>	Student read story regardless of whether or not vocabulary was understood. Reading was rather monotone with little effort made to be understood by the audience, whether by using a loud enough voice or voice inflections. Little feeling or expression was used in the voice and/or very few pictures shown. <b>5 - 4 - 3</b>
<b>Pronunciation</b>	Student correctly and clearly pronounced most words in the story. They corrected themselves when they made mistakes and easily went on with their lines. As a result the story was well understood. <b>5 - 4</b>	Student pronounced most words quite well but made at least 3-5 mistakes per page and/or did not correct him/herself. As a result the audience did not always understand the story. <b>3 - 2</b>	Student made so many pronunciation errors that story could not be easily understood. They slurred their words, did not clearly pronounce all sounds, and as a result the audience was often lost. <b>1</b>
<b>Question &amp; Answer Session</b>	Student initiated question and answer time by asking audience for their questions and feedback. They played the role of <i>Tante</i> or <i>Onkel</i> and answered with imagination and playfulness. Answers to questions were also spoken with few mistakes or misunderstandings. <b>5 - 4</b>	Teacher had to prompt the reader to initiate question and answer session. Answers were playful and appropriate, but not always imaginative or accurate. If students needed clarification, however, the reader could give it. <b>3 - 2</b>	Student put little effort into playing the role of <i>Tante</i> or <i>Onkel</i> . They did not use any imagination or playfulness in their answers, and many questions were answered using inaccurate language, and therefore not always understood well. <b>1</b>



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